



**NORTHCENTRAL UNIVERSITY
ASSIGNMENT COVER SHEET**

Student: **Michael Higley-Vance**

THIS FORM MUST BE COMPLETELY FILLED IN

Follow these procedures: If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

DoeJXXX0000-1

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Save a copy of your assignments: You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

Academic integrity: All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

EL7003-8

Dr. Linda Collins

Instructional Design and Engaging E-Learning Activities

Activity # 6: Collaboration and Team Activities

Comments: I've added to my *Blackboard* account. I am including the student user name a password I created. Please feel free to use the user name and password to take a look at my efforts to see how it's looking. #4 MLK's Speech is the title Username: [m20tiggstudent](#) Password: [Student](#)
https://www.coursesites.com/webapps/login/?new_loc=/webapps/portal/frameset.jsp

Faculty Use Only

Hi, Michael, thank you for sharing the Blackboard site with me. You have developed an amazing activity that is comprehensive, engaging, easy for students to understand, and provides a collaborative environment where students do not need to leave the site to work and learn together. You have

demonstrated how learning can seamlessly take place inclusive of everyone in the online learning community and through the construction of this activity it is inviting and conveys the important objectives of this assignment. It is a sensory assignment that attends to differentiated learning with close reading, listening, viewing a video, and reflection with expectations for each student to be accountability for his or her learning while participating in a collaborative team environment. Do you feel it is beneficial to include collaborative learning activities for every assignment? Excellent work! Dr. Collins

Dr. Linda D. Collins 7 2.9 January 19, 2014

Collaborative Learner Activities

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Collaborative Learner Activities

Online learning environments provide opportunities for learners to create a social learning environment, which is categorized by learner participation and interactivity (Brindley, Walti, & Blaschke, 2009). Learning collaboratively can take many forms within an online environment and is defined by shared knowledge and learning between online learners (Zygouris-Coe, 2012). Online collaboration can happen between learners, between the learner and instructor, or learner and content. Establishing collaborative learning communities and routines is vital to the successful completion of an online course. Activities that encourage interactivity and cooperation among learners help to foster these collaborative learning environments (Moallem, 2007). The following activities have been designed to encourage active learner engagement and collaboration, while deepening the learners understanding and knowledge of specific course objectives.

Martin Luther King Collaborative Activity One

CLOSE Reading Tasks 1, 2, & 3:

This literacy strategy for reading, called CLOSE Reading, teaches learners how to read for depth of understanding and comprehension (Fisher, & Frey, 2012).

Task 1, 2, & 3 Objectives:

Learners will practice CLOSE reading to enhance their literacy skills and gain a deeper understanding of an excerpt from Dr. Martin Luther King, Junior's "I Have A Dream Speech". Using the excerpt provided learners will collaboratively brain storm ideas, annotate important text and vocabulary, make connections within the text, comment and ask questions within group

discussions, and synthesize information shared and read that will foster a deeper comprehension and understanding of Dr. King's speech.

Method: Asynchronous/Synchronous

Time required: Four (4) days

Materials:

- Blackboard learning management system (LMS)
- YouTube video presentation
- Discussion boards
- Google documents

Preparation: Prior to the start of this literacy activity a page within Blackboard will be created entitled "Literacy in Reading". The page will be created to include the following: (1) an overview of the activity and tasks, (2) a Youtube introduction video created by the instructor, (3) a Google doc that includes an excerpt of Dr. Martin Luther King, Junior's "I Have A Dream" speech, and (4) a number of pre-created discussions to accompany the learning tasks. The Google document will be copied and used with a pre-determined number of collaborative learning groups where learners will work together to annotate the excerpt provided. Discussion threads will be created within the activity to encourage accountable talk and to ensure academically productive talk is occurring within the discussion threads. Using discussion boards allows learners to share and interact while allowing the instructor to provide feedback and guidance specifically related to the task objective(s). A final collaborative project will be included and will be outline in more detail following the outline of these tasks.

Process: Learners will enter Blackboard and select the activity entitled "#4 MLK's Speech" located on the left side pane of the online course window. Once on the activity page learners will find written instructions and a video presentation describing the overall collaborative learning activity, the objectives, and the expected learner performance outcomes. The video presentation will provide learners with an appropriate set and the introductory written instructions will provide learners with an overview of how to complete the overall activity tasks. Learners will be instructed to complete each section of the activity one at a time. During collaborative tasks learners will use different colored text to distinguish themselves from one another. Other sections and tasks located on the overall activity page will be unavailable for learners to view until the appropriate time. After viewing the Youtube video and reading the introductory instructions learners will be required to participate in a discussion about the title of Dr. King's speech using the discussion board feature provided in the LMS. The following tasks will first include a work alone task, then a collaborative annotation task, and finally a reflective writing assignment. Throughout each task learners will be required to participate in collaborative discussion threads related to the previous task or assignment to determine appropriate mastery of the learning objective(s).

Anticipated Activity Steps:

Day 1

1. Enter the Blackboard learning system.
2. Select the “#4 MLK’s Speech” activity.
3. View the video presentation set.
4. Read the written instructions.
5. Complete the introductory discussion task.

Day 2

6. Read the entire excerpt of “I Have A Dream” speech by Dr. Martin Luther King, Jr.
7. Select MLK Task #1 – Private Think Time and download the attached file. Complete this task on your own before moving on to task one discussion.
8. Enter the task one discussion thread and reply by providing feedback to the questions asked by the instructor.

Day 3

9. Read Task #2 instructions and select the appropriate collaborative group link found in this task.
10. Using the Google doc provided, collaboratively work with your partner to annotate the excerpt. Each learner should select a unique color text during this annotation task. Be sure to underline key words, phrases, or sentences. Write comments or questions in the space provided. Circle important sections of text. Number related points or lines of text.
11. Enter the task two discussion thread and reply by providing feedback to the questions asked by the instructor.

Day 4

12. Read Task #3 – Reflection, and complete the task by answering the reflective questions asked by the instructor.

Facilitator’s Notes: This portion of the activity is designed to take 4 days and includes 3 different tasks. It will work with online classes of any size but is designed for small collaborative groups for easy facilitation by the instructor. Learners who are not evenly matched will be partnered with an already paired group. The tasks within this portion of the activity are worth 40 points towards the final overall grade.

Task #2 Reflection

The first tasks found in this week’s course activity entitled “#4 MLK’s Speech” are appropriate because learners get an opportunity to read an important piece of history. Then learners are given the opportunity to reread the excerpt but this time with helpful reading tips to gain a deeper understanding of the text. Using these tips provided through a CLOSE reading strategy allows learners to identify key vocabulary, a central theme, and provide supporting evidence found directly from the text (Fisher, & Frey, 2012). Learners are expected to sign into

Blackboard daily and in these tasks are expected to participate in the discussion threads created to help enhance learning and support collaborative discourse and accountable talk (Palloff & Pratt, 2005; Brindley, Walti, & Blaschke, 2009).

Martin Luther King Collaborative Activity Two

Task 4 Objectives:

Learners will demonstrate CLOSE reading by creating a slide presentation detailing their depth of understanding and knowledge of a poem written by Dr. Maya Angelou entitled “Abundant Hope”. Using the poem, “Abundant Hope”, learners will work collaboratively to create a slide presentation (8-12 slides) demonstrating a depth of comprehension and understanding of Dr. Maya Angelou’s poem by identifying the central theme of the poem, including personal insight, and providing textual evidence to support insight and identified theme.

Method: Asynchronous/Synchronous

Time required: Three (3) days

Materials:

- Blackboard learning management system (LMS)
- YouTube video resource
- Dr. Maya Angelou’s poem, “Abundant Hope”
- Discussion board
- Google document
- Google slide presentation

Preparation: Prior to the start of this literacy activity a page within Blackboard will be created entitled “#4 MLK’s Speech”. In addition to the aforementioned learning tasks a fourth and final project will be included to provide a summative measure of learner mastery. A Google slide presentation will be created and reproduced accordingly to match the number of collaborative groups in the course. A Google document will be included offering the poem in a CLOSE reading format to encourage learners to use the strategy learned in previous tasks. A discussion thread will be created to encourage accountable talk and to ensure academically productive talk is occurring to accomplish the final project task.

Process: Learners will enter Blackboard and select the activity entitled “#4 MLK’s Speech” located on the left side pane of the online course window. Once on the activity page learners will find a video resource and poem by Dr. Maya Angelou entitled “Abundant Hope”. Learners will discover a collaborative learning project detailing the objectives and expected performance outcomes. The video resource will provide learners with an appropriate set for the collaborative

task. Learners will be encouraged to complete the provided Google Document and guided questions before beginning their collaborative slide presentation. At this time previous sections and tasks located on the overall activity page will be available for learners to view until the end of the course. After reading the poem, reviewing the Youtube video resource, and completing the Google practice document learners will be required to contact their partner and participate in a discussion addressing the questions provided by the instructor.

Anticipated Activity Steps:

Day 5, 6, & 7

13. View Task four's introductory Youtube video resource reciting Dr. Angelou's poem.
14. Read the entire poem by Dr. Maya Angelou.
15. Select the Google practice document to complete a CLOSE reading of the poem.
16. Contact your partner to discuss the instructor's questions.
17. Using the Google slide presentation provided, collaboratively work with your partner to create a slide presentation about the poem "Abundant Hope". You must include a title slide, 3 slides per partner, and a credits slide (8-12 slides).

Facilitator's Notes: This activity is designed to take three days and includes one collaborative final project task. This task will work with online classes of any size but is designed for small collaborative groups for easy facilitation. Learners who are not evenly match will be partnered with an already paired group or may work on their own. This activity is worth 30 points towards a learner's final grade. Learners who are unable to contact their partner by the end of day two will be allowed to work independently or will be matched with a partner who is in a similar situation. Additional days to complete the final task may be given if needed or requested.

Task #2 Reflection

The second task is appropriate for the last few days of the first week given the prior tasks assigned to learners and the objectives those tasks addressed. Just like with the first activity task, learners are expected to sign into Blackboard daily and in this task are expected to complete a final collaborative project in three days. An advantage of this task is that it continues to provide learners with the opportunity to engage in ongoing discourse about the literacy strategy and content (Kyoungnye, & You-Kyung, 2013). This task, like the first, requires learners to pay close attention to written auditory forms of communication and be able to reflect deeply and clearly about what they have read and can comprehend while addressing multiple learning styles (Moallem, 2007; Zygoris-Coe, 2012).

Conclusion

Both tasks within the overall CLOSE reading activity give learners the chance to collaborate with one another and provide personal input to task assignments. The overall objective shared by the two collaborative tasks was to increase understanding and provide deeper comprehension of text. The tasks were designed to be completed in either a synchronous or asynchronous fashion, depending on the learner's needs. Each task encourages and demands interactivity between learners regardless of the learner's level of online learning experience. The means for completing these tasks were created with differentiation in mind to best meet all levels of learning and online learning experiences.

References

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